

APPENDIX A

Determining the Accreditation Status of Schools

- Annual Accreditation Process Calendar
- Accreditation Process Reference Guide



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Annual Accreditation Process Calendar

July		
Week 1		Variances to Standards Applications Due <i>(first Monday)</i>
Week 2		Board of Public Education Meeting
		<ul style="list-style-type: none"> Recommendation for Approval/Denial of Corrective Plans
August		
Week 1		Digital Content Providers must register for the upcoming school year <i>(first Monday)</i>
Week 3		TEAMS – Employment Open for Entry
September		
Week 1		Continuous School Improvement Plan Open for Entry
Week 2		Board of Public Education Meeting
		<ul style="list-style-type: none"> Recommendation for Approval/Denial of Variance to Standards Applications
Week 2		TEAMS – All Screens Open for Entry
October		
Week 4		Continuous School Improvement Plan Due <i>(last day of month)</i>
November		
Week 2		Board of Public Education Meeting
Week 3		TEAMS report Due
December		
January		
Week 2		Board of Public Education Meeting
February		
March		
Week 1		Variances to Standards Applications Due <i>(first Monday)</i>
Week 2		Board of Public Education Meeting
		<ul style="list-style-type: none"> Recommendation of Accreditation Status of Schools
April		
Week 1		Final Accreditation Reports sent to Schools
Week 1		Corrective Plans Open for Entry
May		
Week 2		Board of Public Education Meeting
		<ul style="list-style-type: none"> Recommendation of Schools to Enter/Exit Intensive Assistance Recommendation for Approval/Denial of Variance to Standards Applications
June		
Week 1		Digital Content Providers must report districts and students served the previous school year <i>(first Monday)</i>
Week 4		Corrective Plans Due <i>(last day)</i>

Accreditation Process Reference Guide

Step 1: Determine Assurance Standards Level

Accreditation Status Criteria Reference Guide			Consecutive Years with this Deviation			
ARM	Title	Description	Level 1	Level 2	Level 3	Level 4
10.55.601	Continuous School Improvement Plan	School did not complete Continuous School Improvement Plan				1
10.55.701	Board of Trustees Policies	School does not have required policies		1	2	3
10.55.702	Superintendent Licensure	Superintendent not properly licensed or enrolled in an internship			1	2
10.55.703	Principal Licensure	Principal not properly licensed or enrolled in an internship			1	2
10.55.704(1)	Assignment District Administrative Personnel – Superintendent FTE	No Superintendent assigned or insufficient FTE		1	2	3
10.55.704(2)	Assignment District Administrative Personnel – Curriculum Coordinator FTE	No Curriculum Coordinator assigned or insufficient FTE		1	2	3
10.55.705	Assignment School Administrative Personnel – Principal FTE	No Principal assigned or insufficient FTE		1	2	3
10.55.707	Teacher, Specialist, and Professional Licensure	Nonlicensed teacher, specialist, or professional (library media specialist, school counselor, school nurse, etc.)				1
10.55.708	Teaching Assignments	Misassigned teacher			1	2
10.55.709(1)	Library Media Services	No library media specialist FTE			1	2
10.55.709(1)(a-f)	Library Media Services – FTE	Insufficient library media specialist FTE		1	2	3
10.55.710(1)	Assignment of School Counseling Staff	No school counselor FTE			1	2
10.55.710(1-2)	Assignment of School Counseling Staff – FTE	Insufficient school counselor FTE		1	2	3
10.55.712	Class Size – Elementary	Class size exceeds the maximum number – no paraprofessional assigned		1	2	3
10.55.713	Class Size – Grades 5-12	Class size exceeds maximum number		1	2	3
10.55.714(2)	Professional Development – Required Hours	Does not have the minimum of three PIR days devoted to professional development			1	2
10.55.714(3)	Professional Development – Advisory Committee	Does not have a Professional Development Advisory Committee		1	2	3
10.55.716	Long-Term Substitute Licensure	Nonlicensed long-term substitute				1
10.55.902(3) & 10.55.904(3)	Basic Education Program	Does not meet basic education program requirements			1	2
10.55.902(4)(d) & 10.55.906	Basic Education Program – Minutes	Basic education program does not meet the required minutes for 1 unit/credit			1	2
20-1-301 MCA	School Aggregate Hours	School does not meet required aggregate hours				1
20-9-344(2) MCA	Required Reports	School did not complete required reports				1

Accreditation Process Reference Guide

Step 2: Determine Student Performance Standards Level

Student Performance Measures (ARM 10.55.606(3))				
	Level 1	Level 2	Level 3	Level 4
Reading	300 – 250	249 – 220	219 – 210	209 - 200
Mathematics	300 – 250	249 – 220	219 – 210	209 - 200
Science	300 – 250	249 – 220	219 – 210	209 - 200
HS Graduation Rate	100.0% - 75.0%	74.9% - 60.0%	59.9% - 55.0%	54.9% - 0.0%

Step 3: Use Assurance Standards Level and Student Performance Standards Level to Determine Final Accreditation Status

Assurance + Student Performance = Final Accreditation Status (A + P = FAS)

Final Accreditation Status Determination		
<i>if Assurance Standards</i>	<i>and Student Performance Standards</i>	<i>then Final Accreditation Status</i>
Level 1	Level 1	= REGULAR
Level 1	Level 2	= REGULAR
Level 2	Level 1	= REGULAR
Level 2	Level 2	= REGULAR WITH MINOR DEVIATION
Level 3 in either Assurance or Student Performance Standards		= ADVICE
Level 4 in either Assurance or Student Performance Standards		= DEFICIENCY

APPENDIX B

Licensure Endorsement Requirements Related to Teaching Assignments



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Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
00	Elementary (K-8)	00	00E ELE					
	PSC Early Childhood	00A	00E ECE					
	PSC Gifted and Talented	00B	00E GNT					
01	English, Language and Literature	20	01S ENG					
	Journalism	23	01S JOU, 01S ENG					
	Speech Communications	21, 25	01S SPE, 01S ENG					
	Humanities	20	01S ENG					
02	Mathematics	40	02S MAT					
03	Life and Physical Sciences		At the Middle School level, any Class 1, 2, or 5 Science endorsement can teach ANY Science course.					
	Biology	55, 52	03S BIO, 03S BF					
	Physics	53, 53 1	03S PHY, 03S BF, 03S PSC					
	Physical Science	51	03S PSC, 03S CHE, 03S PHY, 03S BF					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Chemistry	54	03S CHE, 03S BF					
	Earth Science	56, 50 1	03S EAR, 03S BF					
	Geology	67 06	03S GEO, 03S BF					
	Environmental Education	67 04	03S ENV, 03S BF					
04	Social Sciences and History		At the Middle School level, any Class 1, 2, or 5 Social Studies endorsement can teach ANY Social Studies course.					
	History	11, 17	04S HIS, 04S BF					
	Economics	12, 16	04S ECO, 04S BF					
	Sociology	13, 16	04S SOC, 04S BF					
	Geography	14	04S GEO, 04S BF					
	Political Science	15, 17	04S POL, 04S BF					
	Psychology	96	04S PSY, 04S BF					
	Anthropology	67 07	04S ANT					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
			(Not currently issued)					
	Native American Studies 5-12	67 05	04S NAS (Not currently issued)					
	Native American Studies K-12	67 05	04A NAS (Not currently issued)					
	Native American Studies K-8	67 05	04E NAS (Not currently issued)					
	Humanities	67 01	04S HUM					
05	Fine and Performing Arts							
	Art K-8	84	05E ART					
	Art 5-12	84	05S ART					
	Art K-12	83	05A ART					
	Music K-8	82	05E MUS					
	Music 5-12	82	05S MUS					
	Music K-12	81	05A MUS					
	Drama	22, 25	05S DRA, 01S ENG					
06	Foreign (World) Language and Literature							
	French K-8	31	06E FRE					
	French 5-12	31	06S FRE					
	French K-12	43	06A FRE					
	Spanish K-8	32	06E SPA					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Spanish 5-12	32	06S SPA					
	Spanish K-12	44	06A SPA					
	German K-8	33	06E GER					
	German 5-12	33	06S GER					
	German K-12	45	06A GER					
	Russian K-8	34	06E RUS					
	Russian 5-12	34	06S RUS					
	Russian K-12	46	06A RUS					
	Latin K-8	35	06E LAT					
	Latin 5-12	35	06S LAT					
	Latin K-12	47	06A LAT					
	Mandarin Chinese K-8		06E CHI					
	Mandarin Chinese 5-12		06S CHI					
	Mandarin Chinese K-12	48	06A CHI					
	Arabic K-8		06E ARA					
	Arabic 5-12		06S ARA					
	Arabic K-12	48 1	06A ARA					
	Italian K-8	35 1	06E ITA					
	Italian 5-12	35 1	06S ITA					
	Italian K-12	49	06A ITA					
	Irish K-8		06E IRI					
	Irish 5-12		06S IRI					
	Irish K-12		06A IRI					
	Japanese K-8		06E JAP					
	Japanese 5-12		06S JAP					
	Japanese K-12	48 2	06A JAP					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
06Z	Native American Language							
	Assiniboine	38 11, 38 62					06Z ASB	
	Sioux	38 12					06Z SIO	
	Dakota	38 13					06Z DAK	
	Blackfeet	38 21					06Z BLA	
	Chippewa	38 31					06Z CHI	
	Cree	38 32					06Z CRE	
	Salish	38 41					06Z SAL	
		38 42					06Z KOO	
	Kootenia							
	Crow	38 51					06Z CRO	
	Gros Ventre	38 61					06Z GV	
	Little Shell	38 71					06Z LS	
	Cheyenne	38 81					06Z CHE	
	English as a Second Language K-8	42 1	06E ESL					
	English as a Second Language 5-12	42 1	06S ESL					
	English as a Second Language K-12	42	06A ESL					
08	Physical, Health, Safety Education							
	(PE and H) Health Enhancement K-8	92	08E HE					
	(PE and H) Health Enhancement 5-12	92	08S HE					
	(PE and H) Health Enhancement K-12	91	08A HE					
	Health K-8	93	08E HEA					
	Health 5-12	93	08S HEA					
	Health K-12	93	08A HEA					
	P.E. K-8	67 09	08E PE					
	P.E. 5-12	67 09	08S PE					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	P.E K-12	67 09	08A PE					
10	Computer and Information Sciences	41	10S CIS					
11	Communications and Audio/Visual Technology							
	Videography	66 203, 65 66			11S VID			
	Technical Theater	66 202, 65 65			11S THA			
	Broadcasting	65 67			11S BRO			
	Graphic Arts	65 52, 66 201			11S GRA			
	Photography	65 53			11S PHO			
	Visual Communications	65 68			11S VIS			
	Technology Literacy							
	Technology for Classroom and Personal Use		Any endorsement at the proper level					
12	Business Education							
	Computer and Information Sciences 5-12	72	12S CS					
	Marketing Education 5-12	72, 64	12S MAR					
	Business Education (Broadfield) 5-12	72	12S BUS					
	Computer Information Systems	65 49, 65 510, 66 301			12S CIS			
	Office Occupations	65 51	12S OFF					
	General Computer Applications		10S CIS, 12S CS, 12S BUS					
	Business Computer Applications		12S BUS					
13	Manufacturing		13S MAN					
	Industrial Arts (62)(Machines, Metals, Welding)	62, 67 08	13S IA					
	Industrial Technology Education (68)	68	13S ITE					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Industrial Mechanics (66)	65 05, 66 510	13S IM					
	Machining	65 58, 65 581, 66 511			13S MCH			
	Metals	65 40, 65 41, 66 512			13S MET			
	Welding	65 02, 65 021, 66 514			13S WLD			
14	Health Science Education							
	Health Professions -Therapeutics	66 402			14S HPT			
	Health Professions -Diagnostics	66 403			14S HPD			
	Health Professions - Support Services	66 404			14S HPS			
	Health Professions - Informatics	66 405			14S HPI			
	Health Professions - Biotechnology	66 406			14S HPB			
17	Architecture and Construction							
	Electronics	65 10, 65 101, 66 508			17S ELC			
	Building Maintenance	65 202, 65 203, 66 504			17S BM			
	Building Trades	65 20, 66 505			17S BT			
	Drafting	65 50, 65 56, 66 507			17S DRF			
	Carpentry	65 21			17S CAR			
	Masonry	65 202			17S MAS			
	Construction Engineering	65 55			17S CON			
	Cabinet Making	65 51			17S CAB			
	Woodworking	65 62			17S WOO			

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Residential and Commercial Painting	65 63			17S PAI			
18	Agriculture, Food and Natural Resources	61	18S AG					
	Agriculture Business	65 13, 66 101			18S AB			
	Agriculture Mechanics	65 12, 66 102			18S AM			
	Livestock Production	65 14, 66 104			18S LP			
	Plant Science	65 15, 66 105			18S PS			
	Horticulture	65 11, 66 103			18S AH			
	Forestry	66 106	18S FO					
	Natural Resources	65 111	18S NR					
20	Transportation							
	Auto Body	65 04, 66 501			20S ATB			
	Automotive Technology	65 01, 65 03, 65 07, 66 502, 67 01, 67 11			20S ATT			
	Aviation	65 531, 66 503			20S AV			
	Diesel Mechanics	65 59, 66 506			20S DM			
	Heavy Equipment Operator	65 08, 65 09, 65 091, 65 509			20S HEO			
	Heavy Equipment Mechanic	65 64			20S HEM			
	Small Engines	65 06, 66 513			20S SE			
	Hydraulics	65 60, 66 515			20S HYD			
23	Family and Consumer Sciences	63	23S FCS					
	Culinary Arts	65 30, 65 31,			23S CA			

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
		66 302						
30	School Administrators							
	Principal K-8	01		30E PRI				
	Principal 5-12	02, 08		30S PRI				
	Principal K-12	015		30A PRI				
	Superintendent K-12	03		30A SUP				
	Supervisor K-12 Art	07		30A ART				
	Supervisor K-12 HPE	07		30A HPE				
	Supervisor K-12 Library	07		30A LIB				
	Supervisor K-12 Music	07		30A MUS				
	Supervisor 5-12 CTE	07		30S CTE				
	District Program Coordinator (including evaluation duties)			30S PRI or 30A PRI				
	District Activities Coordinator (including evaluation duties)			30S PRI or 30A PRI				
	School Level Program Coordinator (requires appropriate level license)		Any endorsement					
31	Support Services							
	School Counselor K-12	94, 97, 97 2	31A CO1					
	School Counselor K-12	94, 97, 97 1				31A CO6		
	School Psychologist	09	31A PSY			31A PSY		
	Traffic Education	99, 67 09	31A TRE					
	Library K-8	24	31E LIB					

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Library 5-12	24	31S LIB					
	Library K-12	26	31A LIB					
	Reading K-8	27 1	31E REA					
	Reading 5-12	27 1	31S REA					
	Reading K-12	27	31A REA					
32	Special Education							
	Special Education K-8	95	32E SPE					
	Special Education 5-12	95	32S SPE					
	Special Education PK-12	98	32A SPE					
	NOTE: Special Education teachers are required to have the appropriate level SPED endorsement AND an endorsement for the CONTENT they teach if they are the sole providers.							
33	Dual Credit 5-12							
	Dual Credit Anthropology	86 1						33S DCANT
	Dual Credit Interpersonal Communications	86 2						33S DCINT
	Dual Credit Medical Ethics	86 3						33S DCMED
	Dual Credit Business Communications	86 4						33S DCBUS
	Dual Credit Human Services	86 5						33S DCHUM
	Dual Credit Accounting	86 6						33S DCACC
	Dual Credit Only Health							33S DCHLTH

Licensure Endorsement Requirements Related to Teaching Assignments

	If you are teaching this subject:	You must have this endorsement:						
Subject Area Code		Previous endorsement	Class 1 or 2 (or 5)	Class 3	Class 4	Class 6	Class 7	Class 8
	Dual Credit Criminal Only Justice							33S DCCJ

APPENDIX C

Assignment of School Administrators, Library Media Specialist & School Counselor FTE



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10.55.704 Assignment of District Superintendents

System FTE Licensed Staff	Required Superintendent FTE
14.00 or fewer	May use a supervising teacher and the services of the county superintendent to satisfy administrator requirements.
14.01-17.99	Minimum of .10 FTE superintendent. One individual may serve as both superintendent and principal.
18.00-30.99	Minimum of .5 FTE. One individual may serve as both superintendent and principal.
31.00 or more	1.0 FTE

10.55.705 Assignment of School Administrators/Principals

Student Enrollment	Required Principal FTE
1-124 students with <i>9 or fewer</i> licensed staff in school system	NO FTE Required
1-124 students with <i>more than 9</i> licensed staff in school system	Prorated FTE ($.002 \times \text{student enrollment}$)
125-174	.25 FTE
175-249	.50 FTE
250-549	1.0 FTE
550-1049	2.0 FTE
1050-1549	3.0 FTE
1550-2049	4.0 FTE
2050 or more	5.0 FTE

10.55.709 Assignment of Library Media Specialist

District Student Enrollment	Required Library Media Specialist FTE
School district less than 126 students	May employ or contract with Library Media Specialist, or utilize a consortium, multidistrict agreement, or interlocal cooperative.
School Student Enrollment	
1-125	Minimum of .001 FTE
126-250	.50 FTE
251-500	1.0 FTE
501-1000	1.5 FTE
1001-1500	2.0 FTE
1501-2000	2.5 FTE
2001 or more	3.0 FTE

10.55.710 Assignment of School Counseling Staff

District Student Enrollment	Required School Counselor FTE
School district less than 126 students	May employ or contract with School Counselor, or utilize a consortium, multidistrict agreement, or interlocal cooperative.
School Student Enrollment	
All student enrollment levels	Ratio of 1.0 FTE per 400 students ($.0025 \times \text{student enrollment}$)

APPENDIX D

Intensive Assistance Process, Graphic, and Text

- Intensive Assistance Process
- Intensive Assistance Process Flyer



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Intensive Assistance Process

The Office of Public Instruction (OPI) Accreditation Division works with schools and districts to resolve deviation issues without further actions. Schools that have serious and/or continuing deviations are in Deficiency status and are expected to develop and implement a corrective plan to remedy the deviations which resulted in the Deficiency status. Schools failing to implement the corrective plan are placed in Intensive Assistance. This process represents the final effort to resolve the school's significant accreditation issues. The school's lack of response to Intensive Assistance can result in a recommendation from the Superintendent of Public Instruction to the Board of Public Education (BPE) to move the school to Non-Accreditation status. Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Administrative Rules of Montana 10.67.102 and 10.67.103 establish the procedures and hearing schedules as adopted by the BPE.

STEP 1

The Superintendent of Public Instruction recommends and BPE places school(s) in Intensive Assistance. OPI staff conducts an on-site visit with the local Superintendent and Board Chair. OPI assists with development of a corrective plan. If the meeting results in a corrective plan, the Superintendent of Public Instruction recommends that the BPE approve or disapprove the plan.

- If the plan is approved the school remains in Intensive Assistance until the corrective plan is fully implemented within the designated timeline.
- If there is no plan, or the plan is not approved by the BPE, the Chair of the Board of Trustees and local superintendents are required to appear before the BPE. In addition, the local superintendent is required to inform district parents of the required appearance. The BPE moves the school(s) to STEP 2 of the Intensive Assistance Process.

STEP 2

If meeting with the BPE results in a plan, the State Superintendent will make a recommendation to the BPE to approve or disapprove the plan. If no plan results from the meeting, or the plan is not approved, the BPE will consider placement of the school in Non-Accreditation status. The school will be moved to STEP 3 of the Intensive Assistance Process.

STEP 3

The Superintendent of Public Instruction makes the first motion to the BPE to place the school in Non-Accreditation status effective the following July 1. If the BPE approves the motion, the School Board is notified of its right to appear at a hearing before the BPE.

STEP 4

Following the hearing the BPE takes action on a second consideration of the motion to place the school in Non-Accredited status. BPE takes final action to place the school in Non-Accredited status the following July 1. Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status.



The Office of Public Instruction (OPI) Accreditation Division works with schools and districts to resolve deviation issues without further actions by the Board of Public Education (BPE). Schools that have serious and/or continuing deviations are in Deficiency status and are expected to develop and implement a corrective plan to remedy the deviations which resulted in the Deficiency status. Schools failing to implement the corrective plan are placed in Intensive Assistance. This process represents the final effort to resolve the school's significant accreditation issues. The school's lack of response to Intensive Assistance can result in a recommendation from the Superintendent of Public Instruction to the BPE to move the school to Non-Accreditation status. Section 20-9-344, MCA, gives the BPE the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Administrative Rules of Montana 10.67.102 and 10.67.103 establish the procedures and hearing schedules as adopted by the BPE.



The Office of Public Instruction is committed to equal employment opportunity and nondiscrimintory access to all our programs and services, and will take necessary and appropriate steps to insure that the workplace and OPI programs and services are free of discrimination and sexual harassment.

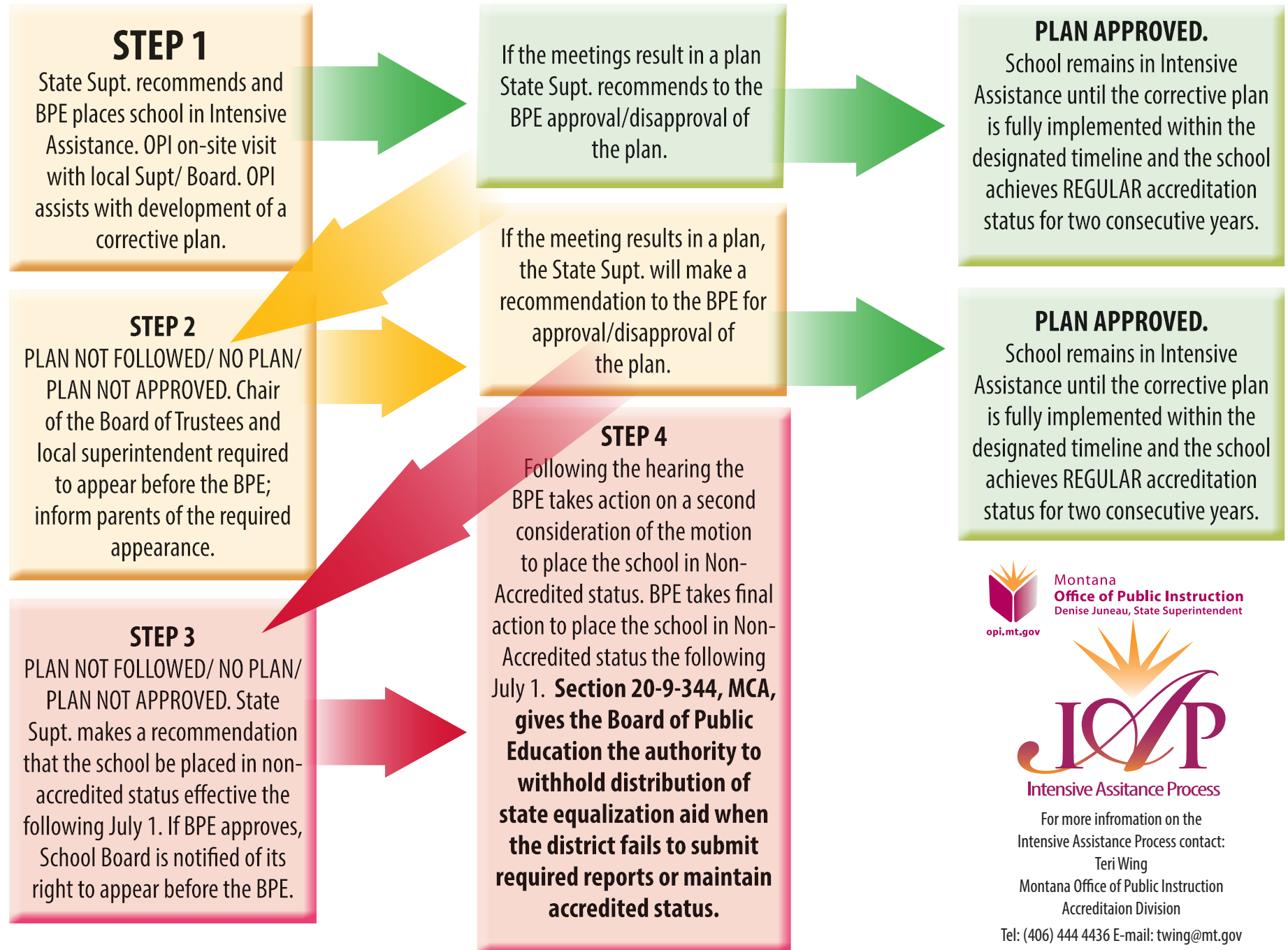


**Intensive
Assistance
Process**



**Montana
Office of Public Instruction**
Denise Juneau, State Superintendent

Intensive Assistance Process



Montana
Office of Public Instruction
Denise Juneau, State Superintendent



Intensive Assistance Process

For more information on the
Intensive Assistance Process contact:

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APPENDIX E

Variances to Standards



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ARM 10.55.604 - Variances to Standards
Effective July 1, 2013

10.55.604 VARIANCES TO STANDARDS (1) A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

(a) In its application, the local board of trustees shall outline how and why its proposed variance would be workable, educationally sound, and designed to meet or exceed results under established standards and, where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

(b) In its application, the school district shall provide evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable. A district shall provide evidence it adopted its application for variance at an official, properly noticed meeting of its board of trustees.

(c) An application for variance to standards to take effect at the beginning of the academic year is due in writing to the Superintendent of Public Instruction no

later than the first Monday in March. An application for variance to standards to take effect the second semester of the academic year is due in writing to the Superintendent of Public Instruction no later than the first Monday in July.

(d) Upon receipt, the Superintendent of Public Instruction shall refer applications for variance to standards to a pre-appointed review board. The Superintendent of Public Instruction shall facilitate and provide organizational support for the meetings of the review board.

(i) The review board shall consist of the following, appointed by the Superintendent of Public Instruction from a list of qualifying individuals jointly endorsed by MEA-MFT, Montana Rural Education Association (MREA), Montana Small Schools Alliance (MSSA), School Administrators of Montana (SAM), and Montana School Boards Association (MTSBA): one trustee, one district superintendent, one high school principal, one elementary principal, two high school teachers, and two elementary school teachers.

(ii) As needed, the review board shall seek advice from experts.

(A) The Superintendent of Public Instruction shall solicit a pool of experts from curriculum groups and educational associations to serve "on call" in an advisory capacity.

(B) The Superintendent of Public Instruction shall notify the review board of the pool participants with rationale and present them for review board approval.

(C) The review board shall notify the Superintendent of Public Instruction when and what type of experts are needed.

(D) The Superintendent of Public Instruction shall notify the appropriate pool of experts of this needed input and arrange for the pool member(s) to advise the committee.

(iii) The review board members shall serve five year terms with no limit to the number of terms any one person may serve. Terms shall be staggered where half of all positions shall be filled every three years prior to the first meeting of the review board in the third year.

(e) The review board shall review all applications and use a uniform rubric, made available to districts in advance of applying to implement a variance to a standard or section of standards. The uniform rubric will ensure consistent and high quality applications from school districts across Montana.

(f) The review board shall provide its recommendations to the Superintendent of Public Instruction with a recommendation for approval, modification, or rejection of the review board's recommendation within 60 calendar days of the review board being referred an application.

(g) The Superintendent of Public Instruction shall provide the Board of Public Education with a recommendation for approval, modification, or rejection of the review board's recommendation.

(h) If the Superintendent of Public Instruction or review board finds an application to be preliminarily deficient, the superintendent shall advise the applicant school district why that application is not ready for consideration. The applicant district shall have the opportunity to change its application as suggested or submit it as originally proposed.

(2) The Board of Public Education shall approve or deny proposed variances to standards. If the board denies a proposed variance to standards, it shall remit in writing to the applicant school district why it has done so.

(3) If the Board of Public Education approves a proposed variance to standards, it shall initially do so for no more than two years pending ongoing review of the implementation by the Superintendent of Public Instruction.

(4) Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.

(5) If the Superintendent of Public Instruction finds the variance is workable and educationally sound, the Superintendent shall report findings and recommend continued approval to the Board of Public Education.

(6) If the Board of Public Education concurs with the Superintendent's recommendation, it may renew the variance for no more than three years.

(7) The Board of Public Education may subsequently renew the variance provided the district continues to show how the variance meets or exceeds established standards.

(8) If the Superintendent of Public Instruction finds the variance to standards is not working as intended or does not meet or exceed results that

could be achieved under established standards, the superintendent shall recommend to the Board of Public Education that the variance be revoked.

(9) If the Board of Public Education accepts the Superintendent's recommendation to revoke a variance, the board's decision is final.

(10) A school district may discontinue an approved variance at any time. If it does so, it shall promptly notify the Superintendent of Public Instruction in writing.

(11) A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school.

(a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

(b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

(c) The procedure by which a school district may apply to create a charter school and by which the Board of Public Education may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604.

(d) To be proposed by a school district and approved by the Board of Public Education, a charter school shall, at a minimum, guarantee the

following: (i) school district governance and control;

(ii) unrestricted, open student access;

(iii) compliance with all health and safety laws;

(iv) teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;

(v) employee collective bargaining to the same extent as required or provided by state law; and

(vi) a plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

(e) A school district may discontinue an approved charter school at any time. If it does so, it shall promptly notify the Board of Public Education in writing. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1995 MAR p. 623, Eff. 4/28/95; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

APPENDIX F

Montana Educator Performance Appraisal System

Teacher and Principal Guides, Forms and Alignment Modules can be found on the
Accreditation and Educator Preparation Division website at

http://opi.mt.gov/Programs/Accred/#gpm1_4



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APPENDIX G

School Fiscal Year, Term, Day, Week, Conduct on Weekends, Holidays, Emergency Closure and Pupil-Instruction-Related Days

- 20-1-301, MCA – School Fiscal Year
- 20-1-302, MCA – School Term, Day, and Week
- 20-1-303, MCA – Conduct of School on Saturday or Sunday Prohibited – Exceptions
- 20-1-304, MCA – Pupil-Instruction-Related Day
- 20-1-305, MCA – School Holidays
- 20-9-806, MCA – School Closure by Declaration of Emergency



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School Fiscal Year, Term, Day, Week, Conduct on Weekends, Holidays, Emergency Closure and Pupil-Instruction-Related Days

20-1-301, MCA. School fiscal year.

- (1) The school fiscal year begins on July 1 and ends on June 30. At least the minimum aggregate hours defined in subsection (2) must be conducted during each school fiscal year, except that 1,050 aggregate hours of pupil instruction for graduating seniors may be sufficient.
- (2) The minimum aggregate hours required by grade are:
 - (a) 360 hours for a half-time kindergarten program or 720 hours for a full-time kindergarten program, as provided in [20-7-117](#);
 - (b) 720 hours for grades 1 through 3; and
 - (c) 1,080 hours for grades 4 through 12.
- (3) For any elementary or high school district that fails to provide for at least the minimum aggregate hours, as listed in subsections (1) and (2), the superintendent of public instruction shall reduce the direct state aid for the district for that school year by two times an hourly rate, as calculated by the office of public instruction, for the aggregate hours missed.

20-1-101(13), MCA

- (13) (a) "*Minimum aggregate hours*" means the minimum hours of pupil instruction that must be conducted during the school fiscal year in accordance with [20-1-301](#) and includes passing time between classes.
- (b) The term does not include lunch time and periods of unstructured recess.

ARM 10.15.101(46)

- (46) "*Pupil instruction time*" includes time spent in organized instruction, structured recess periods for which there has been an identifiable effort to provide guidance and structure and which are directly or indirectly under the supervision of a certified teacher, and passing time between classes.

ARM 10.55.906(1)(b)

- (b) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

20-1-302, MCA. School term, day, and week.

- (1) Subject to [20-1-301](#), [20-1-308](#), and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of days in a school term, the length of the school day, and the number of school days in a school week and report them to the superintendent of public instruction.
- (2) When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall:
 - (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes;
 - (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; and
 - (c) solicit input from the people who live within the boundaries of the school district.

School Fiscal Year, Term, Day, Week, Conduct on Weekends, Holidays, Emergency Closure and Pupil-Instruction-Related Days

20-1-303, MCA. Conduct of school on Saturday or Sunday prohibited -- exceptions.

- (1) Except as provided in subsections (2) and (3), pupil instruction may not be conducted on Saturday or Sunday.
- (2) In emergencies, pupil instruction may be conducted on a Saturday when it is approved by the trustees of the school district in accordance with the policies adopted by the board of public education.
- (3) Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction, provided that:
 - (a) Saturday school is not a pupil-instruction day and does not count toward minimum aggregate hours of pupil instruction provided for in [20-1-301](#); and
 - (b) student attendance is voluntary.

20-1-304, MCA. Pupil-instruction-related day.

A pupil-instruction-related day is a day of teacher activities devoted to improving the quality of instruction. The activities may include but are not limited to in-service training, attending state meetings of teacher organizations, and conducting parent conferences. A maximum of 7 pupil-instruction-related days may be conducted during a school year, with a minimum of 3 of the days for instructional and professional development meetings or other appropriate in-service training, if the days are planned in accordance with the policy adopted by the board of public education. The days may not be included as a part of the required minimum aggregate hours of pupil instruction.

20-1-305, MCA. School holidays.

- (1) Pupil instruction and pupil-instruction-related days shall not be conducted on the following holidays:
 - (a) New Year's Day (January 1);
 - (b) Memorial Day (last Monday in May);
 - (c) Independence Day (July 4);
 - (d) Labor Day (first Monday in September);
 - (e) Thanksgiving Day (fourth Thursday in November);
 - (f) Christmas Day (December 25);
 - (g) State and national election days when the school building is used as a polling place and the conduct of school would interfere with the election process at the polling place.
- (2) When these holidays fall on Saturday or Sunday, the preceding Friday or the succeeding Monday shall not be a school holiday

School Fiscal Year, Term, Day, Week, Conduct on Weekends, Holidays, Emergency Closure and Pupil-Instruction-Related Days

20-9-806, MCA. School closure by declaration of emergency.

(1) (a) Except as provided in subsection (2), if a school is closed by reason of an unforeseen emergency that results in a declaration of emergency by the board of trustees, the trustees may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full annual equalization apportionment.

(b) At least 3 school days or the equivalent aggregate hours must have been made up before the trustees can declare that a reasonable effort has been made.

(2) The board of trustees may close school for 1 school day each school year because of an unforeseen emergency and may not be required to reschedule the pupil-instruction time lost because of the unforeseen emergency.

20-9-802(4), MCA

(4) "*Unforeseen emergency*" means a fire, flood, explosion, storm, earthquake, riot, insurrection, community disaster, or act of God or a combination of the foregoing that acts as a principal cause for a school district's inability to conduct 1 or more scheduled school days.

APPENDIX H

Gifted and Talented Programs



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GIFTED AND TALENTED EDUCATION PROGRAMS

Program Policy Framework (ARM 10.55.804)

Schools shall provide educational services to students commensurate to their needs. Services shall be outlined in a comprehensive district policy framework that includes:

- 1) Student selection criteria based on current research supported best practices;
- 2) Curriculum designed to match services to identified students' needs and aligned to national gifted education programming standards;
- 3) Teacher preparation, including curriculum differentiation through multi-leveled interventions that serve the advanced needs of these students;
- 4) Criteria for formative and summative evaluation to evaluate the program services during delivery and in an annual program review;
- 5) Supportive services of school counselors, school psychologists, learning intervention specialists and others; and
- 6) Parental involvement in determining appropriate placement in program services, monitoring their student(s) participation in those services and the annual program review.

10.55.804 Gifted and Talented

(1) Districts shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.

(2) Each district shall comply with all federal and state laws and regulations addressing gifted education.

(3) Each district shall provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and shall provide a framework for considering a full range of alternatives for addressing student needs. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13)

APPENDIX I

Student Records

- Student Records
- Student Records Summary Table



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Student Records

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents

and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

MCA 20-1-213. Transfer of school records.

(1) Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g, as amended, and its implementing regulations at 34 CFR, part 99, and to the provisions of the Individuals With Disabilities Education Act, 20 U.S.C. 1411 through 1420, and its implementing regulations at 34 CFR, part 300, local educational agencies and accredited schools shall adopt a policy that a certified copy of the permanent file, as defined by the board of public education, and the file containing special education records of a student will be forwarded by mail or electronically to a local educational agency or accredited school in which the student seeks or intends to enroll within 5 working days after a receipt of a written or electronic request.

(2) If records cannot be forwarded within 5 days, the local educational agency or accredited school shall notify the requestor in writing or electronically providing the reasons why the local educational agency or accredited school is unable to comply within the 5-day timeframe and the local educational agency or accredited school shall provide the date by which the requested records will be transferred.

(3) A local educational agency or accredited school may not refuse to transfer files because a student owes fines or fees.

(4) The files that are forwarded must include education records in the permanent file, special education records, and any disciplinary actions taken against the student that are educationally related.

(5) A local educational agency or accredited school may release student information to the juvenile justice system to assist the system's ability to effectively serve, prior to adjudication, the student whose records are released under provisions of 20 U.S.C. 1232g(B)(1)(E) of the Family Educational Rights and Privacy Act of 1974, as amended. The official to whom the records are disclosed shall certify in writing to the sending official that the information will not, except as provided by law, be disclosed to any other party without prior written consent of the parent of the student.

(6) The superintendent of public instruction is encouraged to contact other states or provinces and may enter into reciprocal records transfer agreements with the superintendent of public instruction or a department of education of any state or province. The superintendent of public instruction shall supply a copy of any reciprocal records transfer agreement that is executed to the county superintendent of each county that may be affected by the agreement.

(7) Upon request, the local educational agency or accredited school shall transfer by mail or electronically a copy of the permanent file to a nonpublic school or facility.

(8) As used in this section, "local educational agency" means a public school district or a state-funded school.

History: En. Sec. 1, Ch. 157, L. 1997.

STUDENT RECORDS SUMMARY

Permanent Records (Required) For All Enrolled Students

1. Name and address of student
2. Name and address of parent(s) or guardian
3. Date of birth
4. Academic work completed
5. Level of achievement (e.g., grades, standardized test scores, grade level completed)
6. Immunization record—certified copy
7. Attendance data
8. Discipline records (out of school suspensions and expulsions)

Cumulative Records (Recommended)

1. Access log
2. Health records
3. Standardized test results less than three years old (e.g., intelligence, aptitude, interest or personality tests)
4. Educational and vocational plans
5. Record of extracurricular activities
6. Objective teacher evaluations/reports
7. Parental authorizations or prohibitions
8. Discipline records

Special Education Records

1. Access log
2. Current referral forms
3. Permission for evaluation
4. Child study team report with accompanying evaluation data
5. Individualized education program
6. Permission for program placement
7. Other special education records as required

Directory Information

1. Name, address, telephone number of student
2. Date and place of birth
3. Major field of study
4. Participation in officially recognized activities and sports
5. Weight and height of members of athletic teams
6. Dates of attendance
7. Degrees and rewards received
8. The most recent previous education agency or institution attended by the student
9. Other similar information

Access	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	Parents or eligible students designated under Access Rights	In accordance with school district policy
Transfer Records	Copy of permanent records will be sent to other school systems in compliance with FERPA. Original immunization record (blue card) is sent to new school.	Cumulative records will be sent to other school systems in compliance with FERPA	Special education records will be sent to other school systems as part of education records	Directory record will be sent to other school system as part of education record
Security	Kept in fireproof file or vault in the school building	Locked storage	Locked storage	Not applicable
Maintenance	Information kept current and accurate	Periodically reviewed with outdated information destroyed in accordance with board policy	Periodically reviewed with selected outdated information placed in a historical file	Information kept current and accurate
Destruction	Never. Maintained in perpetuity for every student who has been enrolled in the district or rural schools in the county superintendent's office	Destroyed in accordance with board policy and local government retention schedule 7, after the student graduates or permanently leaves the district	Destroyed five years from the end of the student's special education services or per parent request in 300.573 when no longer needed by the school	Destroyed in accordance with board policy and local government retention schedule 7, after the student graduates or permanently leaves the district

APPENDIX J

Middle Grades & Accreditation Process

- Middle School Accreditation Approval Process
- Middle Grades: Application of Intent to Transition to Middle School Program Accreditation Status
- Middle Grades Application for Approval – Middle School Program
- Middle Grades Application for Approval – Seventh & Eighth Grade Program
- Middle School Program – Intent to Apply and Final Application Documentation



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INTENT TO APPLY FOR MIDDLE SCHOOL ACCREDITATION

In approving a district application of intent to transition to meet accreditation Rule 10.55.902 (3) and the subsequent application for approval for accreditation as a middle school, the Office of Public Instruction (OPI), will use as a guide the following process:

1. Application of intent to transition to middle school must be received by the Office of Public Instruction, Division of Accreditation and Educator Preparation (AEP), by **March 1**.
2. Application of intent to transition Approval must be granted prior to transitioning to the middle school program.
3. In order to be approved to transition to the middle school accreditation status, the application must include a description of the detailed process and activities, including professional development that the district will follow in order to develop and implement a Middle school program including:
 - a. Philosophy (ARM 10.55.902(2)) and (ARM 10.55.902(3)(a)(i-iii)), and
 - b. Education program aligned to the requirements of ARM10.55.902 (3)(a-f).To document the planned transition and alignment to the standard, use the "Middle School Program Checklist" enclosed in this appendix (available as a Word document for local use on the OPI AEP web page).
4. Application materials will be reviewed by the OPI and a recommendation will be made to the district.
5. A chairperson will be assigned from the OPI to work with the district throughout the year(s) to provide assistance to help the school district personnel develop a middle school program that will meet all the requirements of ARM 10.55.902 (3).
6. Initial on-site visitation by a review team identified by the OPI will be established with the school district.

APPLICATION FOR MIDDLE SCHOOL ACCREDITATION APPROVAL

In approving a district application for middle school accreditation under ARM 10.55.902 (3), OPI, will use as a guide the following process:

1. Application from the school district for the school to be accredited as a middle school must be received by the OPI Division of Accreditation and Educator Preparation (AEP), by **March 1**.
2. Application includes the "Middle School Program Checklist" (enclosed in the appendix and available as a Word document for local use) completed by the district to document the transition and alignment to the standard and serve as a guide for the on-site visitation team.
3. On-site visitation by a review team identified by the OPI will be established with the school district.
4. The OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial approval.
5. Following the April/May meeting of the Board of Public Education, the OPI will notify school districts of the recommendation of initial approval, initial approval with recommendations or full approval of official middle school accreditation status.

Due Date: March 1	School District Name:	LE:
To: Accreditation & Educator Preparation Division	School Name	SC:
Grade Levels Included _____ to _____ Number of students served: _____ School Year _____	County:	CO No.:

In approving a district application for middle school accreditation under ARM 10.55.902 (3), the Office of Public Instruction (OPI), will use the following process as a guide:

1. Application from the school district for the school to be accredited as a middle school must be received by the OPI, Division of Accreditation and Educator Preparation, by **March 1**.
2. Application includes:
 - a. "Middle School Program Checklist" (enclosed in the appendix and available as a Word document for local use) completed by the district to document the transition and alignment to the standard and serve as a guide for the on-site visitation team;
 - b. Curriculum guides for each program area;
 - c. Additional information as needed; and
 - d. Signatures on this form.
3. On-site visitation by a review team identified by the OPI will be established with the school district.
4. The OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial approval.
5. Following the April/May meeting of the Board of Public Education, the OPI will notify school districts of the recommendation of initial approval, initial approval with recommendations or full approval of official middle school accreditation status.

CERTIFICATION: The information on this application is correct to the best of my knowledge.		
Printed Name/Board of Trustees Chairperson	Signature	Date
Printed Name/Superintendent (District or County)	Signature	Date
APPROVAL/DENIAL – OFFICE OF PUBLIC INSTRUCTION		
Superintendent of Public Instruction	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	Date
Authorized Signature	Date	

MIDDLE GRADES:

APPLICATION OF INTENT TO TRANSITION TO MIDDLE
SCHOOL PROGRAM ACCREDITATION STATUS

ARM 10.55.902 (3)

Due Date: March 1	School District Name:	LE:
To: Accreditation & Educator Preparation Division	School Name:	SC:
Grade Levels Included _____ to _____ School Year _____	County:	CO No.:

In approving the intent to transition to meet accreditation Rule 10.55.902 (3), the Office of Public Instruction (OPI), will use the following process:

1. Application of intent to transition to middle school must be received by the OPI, Division of Accreditation and Educator Preparation, by **March 1**.
2. Application of intent to transition Approval must be granted prior to beginning the transition to the middle school program.
3. In order to be approved to transition to the middle school accreditation status, the application must include a description of the detailed process and activities, including professional development that the district will follow in order to develop and implement a middle school program including:
 - a. Philosophy (ARM 10.55.902(2)) and (ARM 10.55.902(3)(a)(i-iii)), and
 - b. Education program aligned to the requirements of ARM10.55.902 (3)(a-f).

To document the planned transition and alignment to the standard, use the “Middle School Program Checklist” enclosed in this appendix (available as a Word document for local use on the OPI AEP web page).
4. A review team identified by the OPI will convene to review the application materials.
 - a. Evaluation of the materials shall be made in accordance with the requirements of 10.55.902 (3).
 - b. The review team will make a recommendation to the Superintendent of Public Instruction.
5. Recommendation categories:
 - a. Recommend Initial Approval (one – two years to transition),
 - b. Recommend Initial Approval pending receipt of further documentation on specific topics, or
 - c. Recommend accreditation as a 7-8 school based upon a review of the proposal and the alignment of the school program with the middle school program.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
--	-----------	------

Printed Name/Superintendent (District or County)	Signature	Date
--	-----------	------

APPROVAL/DENIAL – OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	<input type="checkbox"/> Approval	Date
	<input type="checkbox"/> Denial	

Authorized Signature	Date
----------------------	------

Denise Juneau, Superintendent
Division of Accreditation
PO Box 20250
Helena, MT 59620-2501
www.opi.mt.gov

DUE DATE: June 1
To: Office of Public Instruction,
Accreditation Division

Basic education program for grades
7 and 8 for school year 20__ - 20 __

Middle Grades Application for Approval
Seventh and Eighth Grade Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Rule 10.55.902

<u>Rule 10.55.902</u>			Yes	No
1.	English/Language Arts	One unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
2.	Social Studies	One unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
3.	Mathematics	One unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
4.	Science	One unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
5.	Health Enhancement (health and physical education)	One-half unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
6.	Visual Arts	One-half unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
7.	Music	One-half unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
8.	Vocational Technical Education [please specify program(s) below]	One-half unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>
9.	World Languages	One-half unit each year to each grade level	<input type="checkbox"/>	<input type="checkbox"/>

Rule 10.55.906.1(a) a unit of credit is defined as the equivalent of at least 225 minutes per week for one year.

Rule 10.55.709(Librarian)

	Yes	No
10. Is the library housed in a central location?	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the librarian endorsed?	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the librarian assigned as follows:		
A. Assigned time is provided for schools with fewer than 125 seventh and eighth grade students, or	<input type="checkbox"/>	<input type="checkbox"/>
B. Assigned half time for schools with 126 to 250 seventh and eighth grade students, or	<input type="checkbox"/>	<input type="checkbox"/>
C. Assigned full time for schools with 251 to 500 seventh and eighth grade students, or.	<input type="checkbox"/>	<input type="checkbox"/>
D. Over 500 seventh and eighth grade students, see Rule 10.55.709(1)(c-f), please attach explanation	<input type="checkbox"/>	<input type="checkbox"/>

Rule 10.55.710(SchoolCounselor)

Yes No

13. Does the school counselor have a school counseling endorsement?

☐ ☐

14. Are school counseling services provided at the equivalent of one counselor per 400 students?

☐ ☐

Rule 10.55.708(TeachingAssignments)

Yes No

15. Are all teachers assigned at the levels and in the subjects for which their licenses are endorsed?

☐ ☐

Rule 10.55.713(TeacherLoad and ClassSize)

Yes No

16. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization?

☐ ☐

17. Attach a proposed **master schedule** that indicates:

- A. Full names of teachers, librarians, counselors and administrator(s).
- B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

18. Total number of students served in this seventh and eighth grade program.

19. Do the curriculum and related learner goals address the requirements of school program area standards?

Yes No

☐ ☐

20. Additional information or comments (if any questions were marked NO please provide an explanation):

Montana Office of Public Instruction
Middle School Program - Intent to Apply and Final Application Documentation
Administrative Rules of Montana (ARM) 10.55.902(3)

COMPONENT	DOCUMENTATION	OPI Use	
PHILOSOPHY		Met	Not Met
A philosophy that specifically addresses the unique nature of middle school children by focusing on their intellectual, social, emotional, and physical development. 10.55902(2), 10.55.902(3)(a) Components:		<input type="checkbox"/>	<input type="checkbox"/>
• A formal, written middle school policy		<input type="checkbox"/>	<input type="checkbox"/>
• Staff training about transcendent needs		<input type="checkbox"/>	<input type="checkbox"/>
• Interdisciplinary common planning time		<input type="checkbox"/>	<input type="checkbox"/>
• Parental involvement		<input type="checkbox"/>	<input type="checkbox"/>
• Guidance program		<input type="checkbox"/>	<input type="checkbox"/>
• Small learning communities or clusters no larger than 80 students		<input type="checkbox"/>	<input type="checkbox"/>

Middle School Program Checklist - ARM 10.55.902(3) Continued

COMPONENT	DOCUMENTATION	OPI Use	
MIDDLE SCHOOL EDUCATION PROGRAM		Met	Not Met
Education program aligned to program area standards that enable all students to meet the content standards and content specific grade-level learning progressions. 10.55.902(1)		<input type="checkbox"/>	<input type="checkbox"/>
Components: <ul style="list-style-type: none"> Curricula based upon program area standards 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Curriculum emphasizing mastery 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Assessment of student performance based upon progress in skill and objectives 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Formative assessment 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Grading emphasizing progress 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Activities/athletics that emphasize skill development over competition 		<input type="checkbox"/>	<input type="checkbox"/>

Note: Schools using the middle school standard shall document the program with curriculum guides, class schedules, student handbooks and other means to demonstrate the implementation of the middle school philosophy.		
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Middle School Program Checklist - ARM 10.55.902(3) Continued			
COMPONENT	DOCUMENTATION	OPI Use	
MIDDLE SCHOOL EDUCATION PROGRAM		Met	Not Met
Middle school programs shall include at a minimum, the following program areas, required of all students yearly. 10.55.902(3)(d)(i-v)		<input type="checkbox"/>	<input type="checkbox"/>
Components: <ul style="list-style-type: none"> English language arts: including reading and writing literacy integrated into all required and elective program areas 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Mathematics 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Physical and life sciences 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Social studies 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Health enhancement 		<input type="checkbox"/>	<input type="checkbox"/>

Middle School Program Checklist - ARM 10.55.902(3) Continued			
COMPONENT	DOCUMENTATION	OPI Use	
MIDDLE SCHOOL EDUCATION PROGRAM		Met	Not Met
Middle school programs will maintain the following required program areas: 10.55.902(3)(e)(i-iv), 10.55.902(3)(f)			
Components: <ul style="list-style-type: none"> Visual arts: including art history & criticism, perception, and production 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Music: including general, instrumental, and vocal 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Career and technical education including agriculture, business education, family and consumer sciences, industrial technology education 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Students shall have the opportunity to take world language and culture 		<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none">• Exploratory opportunities shall be offered as electives to all students (e.g., creative writing, dance, drama, financial education, photography, and leadership). <p>(Exploratories are typically found in mini-courses, electives, and special programs and often are offered during time periods when exceptions have been made to the regular school schedule.)</p> <p> </p>			
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Middle School Program Checklist - ARM 10.55.902(3) Continued

COMPONENT	DOCUMENTATION	OPI Use	
MIDDLE SCHOOL EDUCATION PROGRAM CURRICULUM SHALL INCLUDE:		Met	Not Met
Critical thinking. 10.55.902(3)(b) Examples: <ul style="list-style-type: none"> ▪ curriculum with thinking skills embedded ▪ enhancement of thinking skills in all subjects ▪ special problem solving/thinking skills program ▪ media literacy 		<input type="checkbox"/>	<input type="checkbox"/>
Career awareness. 10.55.902(3)(b) Examples: <ul style="list-style-type: none"> ▪ discrete units in career awareness ▪ embedded within subject areas ▪ integrated into interdisciplinary units ▪ offered as a part of guidance program ▪ included in course syllabi, objectives and assessment plans 		<input type="checkbox"/>	<input type="checkbox"/>
Lifelong learning. 10.55.902(3)(b) Examples: <ul style="list-style-type: none"> ▪ study skills ▪ library skills ▪ attitudes, self concept opportunities for personal development ▪ written curriculum ▪ special programs (specify)_____ 		<input type="checkbox"/>	<input type="checkbox"/>

<p>Safety. 10.55.902(3)(b)</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ science labs ▪ drugs, STDs ▪ health issues and wellness ▪ physical education and sports ▪ pedestrian, bicycle, and traffic safety ▪ written curriculum, syllabi and assessment ▪ other programs (specify) _____ 		<input type="checkbox"/>	<input type="checkbox"/>
<p>Documentation of flexibility with curriculum guides, falling within the continuum of skills that are part of the K-12 program in all disciplines. 10.55.902(3)(a)(i)</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ curriculum guides developed by teachers ▪ curriculum development process ▪ review of documents 		<input type="checkbox"/>	<input type="checkbox"/>

Middle School Program Checklist - ARM 10.55.902(3) Continued

COMPONENT	DOCUMENTATION	OPI Use	
MIDDLE SCHOOL EDUCATION PROGRAM CURRICULUM SHALL INCLUDE: FLEXIBILITY IN INSTRUCTION		Met	Not Met
Flexibility to approach instruction in a variety of ways. 10.55.902(3)(a)(i) Examples: <ul style="list-style-type: none"> ▪ cooperative group work ▪ individualized instruction ▪ use of media ▪ technologies ▪ field trips ▪ guest speakers ▪ peer tutoring ▪ cross-grade projects ▪ enrichment opportunities ▪ other (specify) _____ 		<input type="checkbox"/>	<input type="checkbox"/>
FLEXIBILITY OF SCHEDULES			
Documentation of flexibility with class schedules. 10.55.902(3)(a)(i) Examples: <ul style="list-style-type: none"> ▪ schedule changes for projects ▪ block scheduling ▪ advisory periods ▪ schedule modifications for exploratories 		<input type="checkbox"/>	<input type="checkbox"/>

Basic Middle School Program Checklist - ARM 10.55.902 (3) Continued

COMPONENTS	DOCUMENTATION	OPI Use	
BLOCKS OF COURSEWORK		Met	Not Met
Blocks of course work deriving from the intellectual, social, emotional, and physical needs of middle school students. 10.55.902(3)(a)(iii) Examples: <ul style="list-style-type: none"> ▪ Project Based Learning ▪ hands on learning ▪ experiential learning ▪ opportunities for expression ▪ opportunities for celebration ▪ opportunities for leadership ▪ creation of learning artifacts 		<input type="checkbox"/>	<input type="checkbox"/>
INTERDISCIPLINARY WORK			
Interdisciplinary work. 10.55.902(3)(ii) Components: <ul style="list-style-type: none"> • Common planning time for cross curricular teams 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Thematic units 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Integration of subjects involved 		<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Student teams 		<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • Teacher teams <p>Examples:</p> <ul style="list-style-type: none"> ▪ parallel instruction in disciplines ▪ integrated days of instruction across disciplines ▪ cross-discipline objectives in curriculum guides 		<input type="checkbox"/>	<input type="checkbox"/>
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APPENDIX K

General Facilities Information

- Annual Process for Effect of Fire Inspection Reports on Accreditation Process
- School Facilities Information



opi.mt.gov

School Facilities Information

State Fire Marshall Allen Lorenz Fire Prevention & Investigation Section Division of Criminal Investigation Department of Justice 2225 11 th Ave PO Box 20147 Helena, MT 59620-1415 Phone: (406) 444-2050 Fax: (406) 444-2759 E-mail: alorenz@mt.gov	Department of Environmental Quality 1520 E Sixth Ave PO Box 200901 Helena, MT 59620-0901 Phone: 406-444-2544 Fax: 406-444-4386 TTY: 406-444-9526
County Sanitariums and County or Tribal Health Department http://www.dphhs.mt.gov/publichealth/phep/countytribalhealthdepts.shtml	Insurance Commissioner 840 Helena Ave PO Box 4009 Helena, MT 59604-4009
Water Resources Division Helena Regional Office 1424 Ninth Avenue PO Box 201601 Helena, MT 59620-1601 Phone: 406/444-6999 Fax: 406/444-9317 http://dnrc.mt.gov/FieldOperations/regionaloffices/Default.asp	Building Codes Department of Commerce 301 S. Park PO Box 200501 Helena, MT 59620-0501 Phone: 406-841-2700 Fax: 406-841-2701 TDD: 406-841-2702
Disaster and Emergency Services PO Box 4789 - 1956 Mt Majo Street Fort Harrison, MT 59636-4789 PHONE: (406) 324-4777 - FAX: (406) 324-4790 State Emergency Coordination Center FAX: (406) 324-4760 SECC Operations Section email: mtdes@mt.gov	
Hazardous Waste – Regional Regulatory Personnel http://deq.mt.gov/HazWaste/hazCntyReps.mcpx	

Department of Justice – Office of Public Instruction

Annual Process for Effect of Fire Inspection Reports on Accreditation Status

1. First Inspection – first violations

- Letter to school from Deputy State Fire Marshall
- Copy of letter to Office of Public Instruction (OPI) Accreditation and Educator Preparation Division

2. Second Inspection – with same violations

- Letter to school from Deputy State Fire Marshall
- Copy of letter to Office of Public Instruction (OPI) Accreditation and Educator Preparation Division

The following standard paragraph should be included in bold type, which will serve as a key indicator to the OPI:

"Due to the noted violation, this facility is in violation of Rule 10.55.2001, School Facilities of Sub-Chapter 20 of the Montanan School Accreditation Standards and Procedures Manual. We will be requesting the Office of Public Instruction take appropriate action to ensure compliance with the accreditation safety standards."

The OPI will note the deviation(s) on the final accreditation letter. Note of these deviations(s) alone may not necessarily create a recommendation to the Board of Public Education for an advice or deficiency status.

3. Third Inspection – with same violations

- Letter to school from State Fire Marshall
- Copy of letter to Office of Public Instruction (OPI) Accreditation and Educator Preparation Division

The following standard paragraph should be included in bold type:

"The school district has 30 days from the date of this letter to provide an acceptable plan of correction and begin the implementation of said corrections. Failure to comply will result in the matter being forwarded to the (insert county name) County Attorney's office for legal action."

The OPI will note deviation(s) on the final accreditation letter. On a third occurrence, the school will be recommended to the Board of Public Education for an **advice** accreditation status. Dependent upon the noted seriousness of the violations as determined by the State Fire Marshall (life threatening), a recommendation of **deficiency** status may be recommended.

The Department of Justice (DOJ) will forward documentation of corrective action by the school or acknowledgement of an extension provided to the school by DOJ to the OPI Accreditation and Educator Preparation Division.

4. **DOJ refers the case to a County Attorney or Issues a State Fire Marshal Order**

- Copy of case report or order to the OPI – Accreditation and Educator Preparation Division

The OPI recommends to the Board of Public Education that the school receive an accreditation status of deficiency. The OPI may recommend that the Board of Public Education consider holding a hearing with the appropriate school officials.

At every level, if the Department of Justice accepts a plan of corrections from a school, the OPI will be advised. The OPI then will remove or change the school's status in their files.

Information that is received by the OPI from DOJ after February 15 will not be able to be used for the current school year unless the information can be used to clear a school from an advice/deficiency status. The Board of Public Education determines the accreditation status of each school at the regularly scheduled March meeting.

At any level of inspection, nothing precludes a recommendation of advice or deficiency if the severity of the situation as noted by the State Fire Marshal warrants such action.